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such a bald quotation as "a child of superior intelligence is a force which should not be wasted" (M. Binet) will convey much meaning to the uninitiated. Again the thread of a gradually developing genetic psychology is not kept clear throughout the book, with the result that the beginner will probably receive less help than it was the author's intention to give. This is unfortunate, as the book will prove very helpful to the teacher who already possesses some knowledge of 'theoretical psychology.' The many classroom problems scattered throughout the book are admirably discussed: the treatment of interest and attention is very stimulating. The part purpose plays in education and in life generally is repeatedly emphasized though the genesis of purpose is not very clearly developed. As Professor Welton says, we are still a long way from Pestalozzi's ideal of psychologizing education. In the meantime, this book can be confidently recommended to teachers as a real effort in this direction.

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